List accountability recommendations that are **no change or small changes** from the current accountability system. Use additional sheets as necessary.

No. 1		**What**	**Notes**
Priority (H/M/L) **High**		- All high school level state assessments will be administered via a through course structure. The through course assessments will be used formatively by teachers and students. (Formative through course assessment results will roll up to a summative score). - The report provided by the formative through course assessments will ensure feedback at the individual student and teacher level with regard to mastery at the subdomain level. (Emphasis on program/ instructional improvement). Further, the summative score should provide public reporting and student-level reporting to show mastery at the subdomain level. - The College and Career Readiness Workgroup should develop a competency-based option to demonstrate life readiness (DOI sample). This model should build upon the idea that a student can assess when ready. - The assessment system must be an asset-based model. This means that every school in the state has the potential to be proficient.	These are foundational recommendations that are essential for the success of the work group's priority recommendations below (especially for the competency-based pilot). In and of themselves, they aren't about what types of "things" to measure in the accountability system. They are more about the processes that assist with getting to those measures.
No change	**Tweak**	**If Tweak, describe how to change**	
	✓		

List the accountability recommendations that are **new or substantial changes** from the current accountability system. Use additional sheets as necessary.

No. 1	What	Rationale/Notes
Priority (H/M/L) **HIGH**	The work group recommends the creation of an optional pilot assessment within the accountability system to support competency-based education, based upon the following principles: ● The KDE will design the system to develop a mutually earned trust relationship between KDE and the LEA - building toward state recognition of local competency assessment without the need for redundant state assessments. ● The LEA will be responsible for grouping core academic standards such that all students achieve mastery in Kentucky Academic Standards. The LEA will use a competency-based and standards aligned approach to shape curriculum, instruction and assessment. At the high school level, standards may be grouped in competency configurations other than the current 22 courses required for graduation (requires waiver of 704 KAR 3:305). The groupings of standards into competencies will emphasize the critical thinking skills needed to demonstrate mastery at deep levels as required by the KAS. ● Students will demonstrate mastery of locally established competencies (samples attached here). The locally established competencies will include demonstration of both content mastery and cognitive habits of mind (i.e. creativity) associated with becoming a productive member of society. (link to the Diploma Plus network of schools competency rubrics) ● During the pilot-period, state assessments must be made available for administration upon each student's demonstration of competency mastery. After local demonstration of competency mastery, state assessments will be administered (this will occur when students are ready and not be restricted to a testing window).	The work group does not believe that a system based on a single assessment is appropriate for all learners. When learning happens within a meaningful context where it can be applied, rather than in a vacuum of dates, formulas, and facts, the learner sees value in what he/she is working on and becomes invested in the outcomes. A pilot process will assist the state in identifying the barriers and necessary supports for future statewide scalability of the competency-based

		● Assessments will be securely housed in a digital assessment bank (this is already a proven model with Kentucky's EOC assessment).	education and assessment system.
New	**Change**	**Describe how to include in accountability**	We ask that the competency-based performance assessment ultimately becomes an option for students in and of itself without a dual assessment system. Yet we believe "dual assessment" can be a part of the pilot, as long as the pilot includes a clear process by which the local assessment is administered in lieu of the state assessment.
✓		● Participating pilot districts would temporarily operate under a "dual assessment" system (meaning students demonstrate mastery through both the state-designed assessments AND their locally-defined measurements) for up to three years. If the three-year trend data indicates that students in the pilot program are transitioning successfully to the next grade levels and on to post-secondary responsibilities, then scores on LEA's competency assessments would be substituted for the SEA required benchmarks. ● It is important to remember that the underlying hypothesis of the pilot is that mastery rates will increase as students are allowed to demonstrate mastery in a personalized manner. Thus a higher score in performance assessment scores for students who continue to score low on standardized assessments is anticipated.	
No. 2		**What**	**Rationale/Notes**
Priority (H/M/L) **HIGH**		The work group recommends the inclusion of local district accountability measures to reward collaboration. Defining Criteria: A within district and/or multi-district collaborative initiative (could be a multi-year collaboration with expected periodic checkpoints) that is validated as an identified NEED, can be disaggregated to the student level, tied to a SMART goal, and addresses one or more of the following:	Accountability and reporting of quality local measures will provide local districts with the opportunity to showcase innovative assessment, school improvement, and collaborative measures that

		o Improves Access and Opportunity for Students o Improves Academic Success for Students Within an Area That is Not Already Measured by the accountability system ▪ Example: Increase in arts participation o Connects to Workforce Preparation (Local/Regional/State) o Connects to Post-Secondary Education	are not elsewhere addressed within the overall accountability system. It provides a unique opportunity for personalization and transparency to the local community on additional indicators of success that are a matter of importance to the district.
New	**Change**	**Describe how to include in accountability**	
✓		A small percentage (possibly 10-15%) of the overall accountability system should highlight these measures at the <u>district</u> reporting level. For quality assurance, districts would submit their local measure to the KDE on an annual basis for approval and inclusion within their district's report card.	

No. 3		**What**	**Rationale/Notes**
Priority (H/M/L) **HIGH**		The work group recommends the inclusion of a statewide "Diploma +" initiative, as part of the accountability system. This initiative will focus on the percentage of the 9th grade cohort who graduate each year, in addition to one or more of the "plus" options (sample overview document attached here). The "plus" options are categorized by academic readiness, technical readiness, professional readiness (essential skills), and learning/leadership experiences.	Postsecondary readiness for the students of today is about much more than simply being academically prepared. It is the combination of rigorous coursework, career exploration and training opportunities, and robust learning and leadership experiences that authenticate and confirm a student's readiness for life beyond high school. The holistic approach to validating these diverse skills and competencies ensures a well-rounded graduate that is ready to transition to the next stage of their postsecondary journey.
New	**Change**	**Describe how to include in accountability**	
✓		The work group feels strongly that these indicators of success are worthy of "big A" accountability. It is believed that this concept could be utilized to build the new College/Career Readiness (CCR) portion of the overall system. Should this concept be determined to be "little A" accountability, then the "plus" options could be publicly reported with the graduation data (by school and district).	

No. 4		**What**	**Rationale/Notes**
Priority (H/M/L) **HIGH**		The LEA will be provided the latitude to identify areas of focus and adjust the weights of their formula calculation to reflect growth in that area while not being penalized in another area that does not change significantly that year (if not required to roll up to summative score). ● The district's area of focus shall be tied to identified areas for improvement (e.g., middle grades math, students with disabilities…)	● The underlying premise of this recommendation is to provide a sense of hope and possibility to low performing schools with frozen data in one or more area. We will do this by allowing them to choose an area for growth and weight the results accordingly.
New	**Change**	**Describe how to include in accountability** ● The request and rationale to adjust the weights will be included in the request for CDIP approval. ● In order to provide a safety net for the district while taking the risk of putting so much emphasis in an area of frozen data, the score for the LEA will be calculated both with the standard weights and the weights approved in the CDIP. The higher of the two scores will be assigned.	
✓			